

<b>Course Title</b>	<b>First Aid</b>			
<b>Course Code</b>	PHYS118			
<b>Course Type</b>	Elective			
<b>Level</b>	Bachelor (Level 1)			
<b>Year / Semester</b>	1 <sup>st</sup> /Spring			
<b>Instructor's Name</b>	Dr Panos Constantinides			
<b>ECTS</b>	6	<b>Lectures / week</b>	3	<b>Laboratories/week</b>
<b>Course Purpose</b>	<p>The main objectives of the course are to equip students with theoretical knowledge and skills that will allow them to perform accurate and correct therapeutic intervention in the treatment of critical and urgent situations in patients until the specialist's intervention. In addition, the purpose of the course is to help students to be able to provide First Aid and deal with an emergency directly in the area of the accident, the Hospital, the physiotherapy center and the community.</p>			
<b>Learning Outcomes</b>	<p>Upon completion of the course, students are expected to be able to:</p> <ul style="list-style-type: none"> <li>• Describe the role of the Physiotherapist in providing First Aid,</li> <li>• Delineate the duties of the Physiotherapist and care in dealing with emergency situations</li> <li>• Perform cardiopulmonary resuscitation</li> <li>• Implement effective life-saving measures and means.</li> <li>• To recognize the types of fractures, sprains, dislocations, clinical symptoms and signs as well as the application of first aid in these situations</li> <li>• To recognize the safe approach of the sufferer</li> <li>• To understand the main causes loss of consciousness and the clinical classification of the level of consciousness</li> <li>• Identify the causes of airway obstruction as well as the air pathway opening manipulations that are of primary importance for the life of the sufferer</li> <li>• Identify the types of bleeding as well as the methods for stopping and treating them</li> <li>• Understand the principles of treating wounds and safe movement of the injured</li> <li>• Identify the types of burns, assess the severity of the burn and apply the principles of aseptic technique in their care</li> </ul>			

	<ul style="list-style-type: none"> <li>• Understand the ways in which the poison enters the body as well as the helplessness provided in poisoning</li> <li>• To assess the local and general condition of the patient and to recognize the ways of safe evacuation</li> <li>• To understand the ways to support the basic functions of life</li> <li>• To understand the principles of ethics and ethics that govern the application of first aid</li> <li>• To understand and appreciate the signs and symptoms of vascular episode of hypo / hyper-glycemic shock, epilepsy, heart attack allergic reaction, fainting and emergency life support</li> </ul>		
<b>Prerequisites</b>	None	Co-requisites	None
<b>Course Content</b>	<p>First Aid, principles of ethics and seeking support</p> <p>Emergency care</p> <p>Airway obstruction</p> <p>Support basic functions of life</p> <p>Level of consciousness of the sufferer, shock, fainting, allergic reactions, anaphylaxis</p> <p>Heart attack, angina, stroke, epilepsy, diabetes (hypoglycemia, hyperglycemia)</p> <p>Hemorrhage, internal, external, traumas, infections, tetanus</p> <p>Animal, insect bites</p> <p>Burns, poisoning</p> <p>Injuries of bones, joints and muscles, dislocations</p> <p>Safe patient transfer</p>		
<b>Teaching Methodology</b>	<p>The course is delivered to the students through lectures, using computer-based presentations programmes. Case Studies, Discussion, Questions / Answers are also used depending on the content of the lecture. Lecture notes and presentations are available online for use by students in combination with textbooks. Relevant material published in international scientific journals is also used to follow the latest developments related to the subject of the course.</p>		
<b>Bibliography</b>	<p><b><u>Textbooks:</u></b></p> <p>Oxford Handbook of Emergency Medicine Fifth Edition, (2020) Oxford Medical Handbooks, 9780198784197</p> <p>Baltopoulos G. (2000) A Aid and Therapeutics, G. Paschalidis 2009 960-399-032-9</p>		

	First Aid for Common Injuries Tsouskas L. «University Studio Press 2000 960-12-0812-7
<b>Assessment</b>	<p><b><u>Continuous Assessment (50%):</u></b> The assessment may include any combination of the following:</p> <ul style="list-style-type: none"> <li>• <b>Written and/or oral</b>, and it consists of multiple – choice, short answer, open ended questions and/or essay questions, that align with the learning outcomes, in order to assess the theoretical knowledge gained. The questions ensure that students will demonstrate a deep understanding of the subject matter and apply their knowledge to solve problems or analyse scenarios.</li> <li>• <b>Assignments and projects</b> provide opportunities for students to apply their theoretical knowledge in practical ways. The assignments are designed in a way that require critical thinking, research, analysis, and synthesis of information. Projects can be individual, self directed learning or group-based and should align with the learning outcomes. Students are evaluated on the quality of their work, the depth of understanding displayed, and their ability to effectively communicate their ideas. Assignments and projects may be individual or group work.</li> <li>• Use of <b>case studies or problem-solving exercises</b> to assess how students can apply theoretical knowledge to real-life situations. Students are presented with scenarios that require analysis, critical thinking, and the application of theoretical concepts and they are assessed based on their ability to perform verbal presentations, viva voce examinations, identify and evaluate relevant information, propose solutions, and provide justifications for their choices.</li> <li>• <b>Online quizzes or interactive assessments:</b> Online quizzes or interactive assessments, reflective writing can be used through the Moodle platform, to create quizzes with various question formats. These assessments can be self-paced or timed, and immediate feedback can be provided to students.</li> <li>• <b>Classroom discussions and debates:</b> Students engage in classroom discussions and debates to assess their theoretical knowledge. Active participation is encouraged to hone their critical thinking skills by posing open-ended questions and facilitating dialogue.</li> <li>• <b>Peer and self-assessment:</b> Students are assigned to review and provide feedback on each other's work, encouraging them to critically evaluate their peers' understanding and provide constructive suggestions.</li> </ul> <p><b>Final Exam (50%):</b> comprehensive final exam, to assess students' overall theoretical knowledge. These assessment covers a broader range of topics and learning outcomes from the entire program of study, to gauge the students' understanding and integration of knowledge across different areas.</p>
<b>Language</b>	Greek / English